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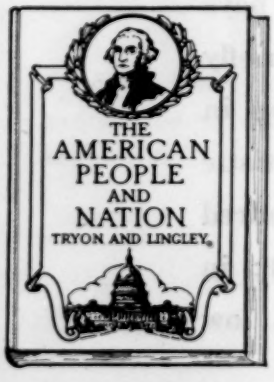

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

An Unoccupied Field

NOWHERE is there an adequate brief presentation of the trail of education in history from Jamestown in 1607 to every nook and corner of the United States in 1929.

The Journal of Education, Boston, October 14 to December 16, will try to occupy this field with a trail of Colony Education, Federal Education, Public Education, Modern Education, Professional Education, and Achievement Education.

The advance from colony education and federal education to public education is so vividly portrayed that every reader will enjoy it.

The relation of cause to result is so tactfully stated that the relation of each of the six education eras is as natural as the relation of Patrick Henry, the Boston Tea Party, Concord Bridge, Thomas Jefferson, Lafayette, George Washington, and Yorktown to the independence of the colonies.

There will be no occasion to study these ten issues of "Educational Trails in America." To read them will be to know them. It will be to know American education as it can be known in no other way so easily and so permanently.

Shapley Succeeds Walter Sargent

JOHN SHAPLEY, head of the Department of Art at New York University, is chairman of the Department of Art, University of Chicago, succeeding Walter Sargent, who retired from that position two years ago. Professor Walter Sargent was a brilliant and masterful genius.

Professor Shapley is recognized as one of the leaders in art education in the country. He is president of the College Art Association, and editor of Parnassus and of the Art Bulletin; associate editor of the Journal of Archaeology, and advisory editor of Art Studies.

Selling Sample Copies

IT MAY be serious, but to us it is laughable that a governor of a state and members of a State School Book Commission should be accused of selling sample copies of textbooks submitted to them for examination officially.

This report of the indictment of a governor of a state for selling textbooks sent him officially is too small business to believe until the case is thrashed out in the courts.

Tests Tested

THERE are indications that scientific tests and measurements may be as much guess work as the old-time estimates. The following is a report of a highly scientific demonstration of the art of studying vocational value of a study of faces:—

"At Ithaca, N.Y., 253 men and 350 women scanned twelve photographs given them by Dr. Richard S. Uhrbrock, assistant professor of Rural Education, lecturer in Cornell University's course on Hotel Administration. The pictures were faces of twelve men who had taken the Thorndike intelligence test. Six had scored high, six had scored low. The 603 scanners carefully examined each face, guessed at cranial capacities, studied brightness of eye, firmness of mouth, tried to separate the stupid from the brilliant. Two photographs they observed in particular. From one smirked a dull, stupid face with drooping lips and averted, timid eyes. Surely, said most of the examiners, this man must be a moron. In the other was a man with a straight glance, a high forehead, a pleasant expression. Here, said the examiners, was kin of genius.

"Last week, scant-haired Dr. Uhrbrock made known the guesses of his 603 scrutators. Most of them had gone far astray. Some 75 per cent. of the men and 81 per cent. of the women picked the owner of the 'moron' face for a stupid oaf. Yet he had scored high in the Thorndike test. The pleasant-faced man was a dullard, had scored low in the test. He was judged acute by 70 per cent. of the men, 78 per cent. of the women."

The very much up-to-date University of Rochester is seventy-nine years old. It began with a faculty of eight professors and instructors, and an enrollment of seventy-one students. That was a good record for Western New York in 1850.

College Students at Work

THREE thousand students in the University of Wisconsin do part-time work.

Fall and spring are the periods when most of the assignments are made. Seasonal demands of gardens, snow shoveling, housecleaning account for much of the fluctuation.

Figures kept over a period of about two years show that among men students who do outside work, 45 per cent. are earning all funds required to put them through university, 34 per cent. are earning half of their way through, and 21 per cent are earning less than half or only a small part of their way. Among women students who do outside work, 35 per cent. are earning all of their way through university, 23 per cent. half of their way, 27 per cent. less than half of their way, and 15 per cent. only a small part of their expenses.

The average number of assignments each month over a period of four years including summer sessions is 246.

The trouble with sensational educational first-page aspirants is the fact that they are long on imagination and short on information.

It is interesting to see what the imagination can do with a few rats.

Insanity is imagination minus information.

Chemical Diamonds

McPHERSON COLLEGE, Kansas, is a small college with a small faculty, but if Professor Hershey can produce enough real diamonds in his laboratory from table sugar by the pressure of ten tons to the square inch, there will be a "diamond rush" to McPherson equal to any in Africa.

Brown University Tests

BROWN UNIVERSITY eliminated 1,250 applicants for admission this year. The University has placed in operation, for the first time this year, a selective system in which it is necessary for applicants to clear four difficult hurdles before they are eligible for enrollment. The system has functioned perfectly, Dean Mason declared.

More than 90 per cent. of the entering class has been personally interviewed, either by an officer of the university or an alumnus.

In addition to the regular credential form for the applicant's high school or preparatory school record the university requires information from the applicant's former headmaster or principal concerning the character and general ability of the would-be Brown student. The applicant is required to furnish considerable information concerning his parents, including the birthplaces, the occupation of the father, and whether either parent is a college graduate.

Famous Bicycle Race

ALVAN T. FULLER, three times elected to the governorship of Massachusetts, after having served several terms in Congress, a man of vast wealth, tells the Medford Mercury a fascinating story of the beginning of his fame and fortune.

"The event in which I entered was the 'Wild Handicap.' I recall that my folks were opposed to my racing in bicycle races, but my grandmother gave me the dollar entrance fee, and in the morning paper my name was inconspicuously printed with 150 others who were entered in the race.

"Lo, and behold! When I got into my jersey

racing suit, who should come into the dressing-room but my father. He had taken the day off, having read in the paper that I had entered.

"I did win the event of the day and I can recall staying right on the bicycle in my racing suit, taking my other clothes along on the handlebars and riding for dear life for Malden. And my mother tells the story that she was sitting at the window when I came up the street holding something in my hand, which she later discovered was a diamond ring, and calling: 'I won it; I won it.'"

North Carolina is spending more than thirty million dollars on public schools annually.

Running Track Education

MARY DUNNING THWING, Mrs. Charles Franklin Thwing of Cleveland, in the most interesting of magazine articles for September, says: "The college girl of yesterday coming to college with a preparation reasonably adequate was introduced into a curriculum almost as well ordered and fixed as an athletic running track."

There are indications that there may be re-created curriculums as "well-ordered and as fixed as an athletic running track."

A lot of money is being expended in efforts to create running track curriculums on various subjects. It is as amusing as it is amazing.

One State Teachers College deserves high praise for dismissing three faculty members for their part in a wild party in connection with the closing days of the institution in June.

Professional Alertness

NEW YORK CITY despite its immensity is one of the most professionally alert cities educationally.

In this prize-winning decade of Achievement Education in which every city is doing something wonderfully well, New York City is doing more new things in a better way than any other city, so far as we are able to judge.

Superintendent William J. O'Shea has a remarkable group of associate superintendents who do exquisite professional team work. The vast number of principals are leading their teachers inspirationally, the teachers are studying with an honest purpose to learn what it is worth while to know for improvement of their own work, and for the advancement of the school among the schools of the city, and of the city as the leader of all cities. It is a noble spirit that possesses the entire force of teachers.

The joy of it is that the Board of Education realizes that it is a brilliant and masterful group of educators, and the city appreciates it. There are no factions disturbing the peace and prosperity of the city educationally.

Marquis Wheat

MARQUIS wheat, a Canadian discovery, first planted in 1903, twenty-six years ago, yielded 400,000,000 bushels in 1928. It has overtaxed the mightiest warehouses, ships and docks of the world. It has increased the profits of farmers by $75,000,000 a year, and that has meant undreamed-of comforts in humble homes, a safe old age for hard-working men and women.

Two achievements are all that makes this a world-wonder grain—big yield and ability to withstand a rigorous climate.

Isn't that a good suggestion for education, abundant results in school and ability to apply it in rough and ready real life?

The money value of the Harvard library increased more than a million dollars in the college year of 1928-1929.

A New Name

IT IS INTERESTING to see what strides "artificial silk" has made. We had samples of "artificial silk" with which to thrill audiences when it was a new industry.

The protest of "real silk" dealers against the term "artificial silk" was so emphatic that we eliminated that from our platform activities. We have, however, been interested to see whether or not the designation of "rayon" had jeopardized the business.

Government data show a total of nineteen rayon establishments in this country, employing more than 26,000 workers, with payrolls that aggregate $29,000,000, and production totals valued at $110,000,000.

Week-End College

BOSTON UNIVERSITY leads off in something eminently valuable, the Week-end College, Springfield, in which teachers have opportunity for professional advancement through study for academic credit. The professors who give this course are Herbert Blair, Boston University; Donald D. Durrell, Harvard and Boston University; Lawrence Packard, Amherst; Mary O. Pottenger, Springfield; and Tyler Kapner, Brookline.

A man confessed to burglarizing twenty-eight schools in two California counties in two years, because he had a grudge against teachers since he was whipped in Illinois when he was a school boy. This is a queer age for the revelation of streaks in human nature.

Belding's Page

"TALKIE" VERSUS TEACHER

A NEWSPAPER reporter who attended a convention of normal schools in Bridgewater, Mass., and heard an address on the educational application of "talkies," has startled the world by suggesting that in course of time the talking pictures will render human teachers superfluous, or nearly so.

What utter nonsense!

There is a place in education for "talkies," just as there is for silent films and radio; the phonograph and other modern devices. Some of these things need special adapting to the requirements of the classroom. Some are still too expensive for general adoption. But they have their value from a teaching standpoint.

They will never displace teachers, however—any more than they will replace printed textbooks, blackboards or any of the other instruments employed in schools. Every real teacher knows that education does not consist solely of presenting information so that it can be grasped by the pupil. Education is a matter of give and take, a reciprocal relation between teacher and taught. The more effortless it becomes for the pupil, the less effective will it be. That there is no royal road to learning is well illustrated by the mental condition of movie audiences. Their condition has not improved alarmingly after years of sitting before the silver screen. Sophistication has been increased, but intelligence is at much the same level. You may argue that this is the fault of the movie producers—that they underestimate the mentality of their patrons. But if films were a magical means of developing human intelligence, the movie houses would be forced to give entertainments of higher and higher intellectual grade. Children in the classroom exhibit marked growth from year to year. Children in the theatres do not. This is because they do not have to use their minds. All their thinking is done for them.

The presence of a human teacher—"in person"—is essential to stimulating the exercise of the brain. The best teaching will continue to be done by teachers.

WEEK-ENDS

AN OBSERVER comparing the habits of today with those of a generation ago would note, for one thing, an increased use of week-ends for pleasure, recreation, relaxation from daily toil. In fact, the word "week-end" was scarcely in the American vocabulary thirty years ago. No longer do we have, in most communities, the quiet Sunday that our religious forebears knew. But we do have a break in the routine of the week, and for many people it is a break of a day and a half or two days now instead of one as formerly.

The week-end spirit has struck some boarding schools and colleges. In certain of these institutions the young people seem merely to be waiting for the next week-end to go off somewhere and have a good time or a racket. In such cases the week-end idea is overdone. The number of week-end absences might well be limited, if faculties really believe in the value of the school community and atmosphere as an influence on life.

Concessions have to be made to changing customs. A public school teacher, for example, should have more sense than to hand out a longer lesson assignment on a Friday than on any other day. Children are as much subject to week-end upsets as their parents. Study is often very difficult on Saturday and Sunday. And to buckle down over books on a Friday evening is almost too much to ask. Wise teachers have learned from many a blue Monday experience that home study tasks requiring much time over the week-end are performed only by the most conscientious pupils—at how great cost to the health of these pupils who have stayed indoors when they had an inalienable right to be out at play, may not be known.

Home lessons for the week-end should be lightened by spreading the work over the other four days. It is a mean trick to rob boys and girls of their intervals of rest, and to darken their holidays with school nightmares.

THINK OF THE PURPOSE

AN AMBITIOUS poor boy named Peter was hired by a woman to help clean house. It was before the days of vacuum cleaners, and Peter was told to take a carpet out on the lawn and beat it. He did so. He beat it, and beat it, and beat it some more. The housewife grew impatient. "Haven't you beat that long enough?" she asked. "You want it clean, don't you?" was his unanswerable rejoinder.

Needless to say that boy grew up to be an industrious and successful man.

Teachers may lose patience with a boy or a girl who is really doing exactly as ordered. The order may have been indefinite, ambiguous, or too large in the amount of work involved.

In the higher grades of school, where several teachers take turns at the pupil, orders in the shape of home lessons are apt to pile up unmercifully at one time, while running much lighter at other times. It helps greatly to have the teachers get together and talk over their assignments.

Anson W. Belding

Associate Editor.

School Time Again

By AGNES SAMUELSON

Superintendent of Public Instruction, Iowa

PICTURE on the movie screen of your mind's eye the scene that took place all over the country the first Monday in September. Visualize first an outline map of our state, then bring all the schoolhouses of the state into the picture; add next all the homes and connect these schools and homes by the highways. Then let a procession of 700,000 children start forth, the parents waving fond greetings as the children leave the home doorways and the teachers extending welcoming hands as they reach the schoolrooms.

This scene is the mobilization of children and teachers for the new school year. Close-ups of it may be seen from almost any spot in the state or nation. While it may not be heralded as a spectacular demonstration, yet it is a most significant event in which every one has reason to be vitally interested. That reason may be very specific to the parent who says, with John Adams: "The education of my children is never out of my mind"; and to the teacher who with Froebel enthusiasm feels with the poet:—

> "I, for one, would rather
> Though unworthy so sweet a thing
> Be a teacher of little children
> Than adviser to a king."

It may be very real to the pupil, eagerly looking forward toward initiation into the mysteries of the primer or the science laboratory. To the people supporting the public schools, to the commonwealth, to the citizenry of the land, this mobilization means future security. It is not a new thought to say that the school children of today are the nation of tomorrow, but a truth which cannot be too frequently repeated. The people stand by the schools because they realize that "the foundation of the state is the education of its youth," as one of the beautiful inscriptions on the walls of the Congressional Library states this universal principle of our democracy.

With this emphasis upon the fundamental importance of the public school system to the children and to society, we greet you teachers assembled in county institutes over the state. Yours is a serious responsibility second only to parentage, a tremendous challenge to lose yourself in the cause in which all human progress is rooted, a noble leadership to be earned by expert service and not by mere chance, a sacred trust to help guide the experiences of children toward proper citizenship, a real obligation to the people to see that there is no waste of public money through schoolroom inefficiency, a coveted opportunity to live with the children on the ground floor of life.

In these days when progress is being made with seven-league boot strides in business, industry, science, and all fields of human endeavor, education is not crawling at a snail's pace. Paralleling the epochs of progress in transportation represented by the words, covered wagon, iron horse, automobile, Spirit of St. Louis, there are corresponding terms in education—Horn book, New England primer, blue-backed speller, Thorndike word list. Along with such items of modern civilization as radio, vacuum cleaner, X-ray, tractor, movietone, linotype, subway, skyscraper, and many others, may be placed such educational terms as objective examination, diagnostic and remedial procedures, drill organization, laws of learning, curriculum objectives, achievement standards, intelligence-quotient, individual differences, child accounting, and other technical expressions.

The unprecedented achievements of the age, taken for granted by the new generation, marveled at by those whose span of life has been long enough to witness them mature, heralded from press and platform, are due more to scientific research than to any other contributing factor. Elaborate this fact through such specific illustrations as the telephone, steam road roller, river bridge, caloric chart, electric light, refrigeration, talking movie, blue ribbon stock, flower show, vaccination, adding machine, permanent wave, and the like. More knowledge and skill are being constantly applied to the solution of the problems of life.

Education is making as significant progress in its materials and procedures as any other field. Teaching is becoming more artistic every day. The content of instruction is being improved through the publication of texts and reference sets built upon specifications and being enriched by supplementary materials from literature, the arts, the sciences, and the social sciences. The library is providing rich and vicarious reading experiences. Consideration of children's interests and needs is producing delightful changes in children's books. Curriculum objectives and achievement goals are being defined in terms of life needs; the revision and appraisal of the course of study is therefore a continuous program. The modern reading has been organized into two fields on the basis of read-

ing activities in life situations; teaching reading has been found to consist of mastering several skills instead of a single one. Outlines in oral and written composition are now set forth as the knowledges, skills, abilities, and attitudes needed in life. Arithmetic, as well as the social and the natural sciences, is under the microscope. The words pupils need to learn to spell have been tabulated. Secondary instruction is also being critically studied and evaluated.

Through a better understanding of how learning takes place, learning situations are being made happier; they are lopping off their artificiality. Poetry, for example, becomes attractive to children when they are allowed to enjoy its meaning rather than required to analyze its form. It has been discovered to be far more important for the teacher to master the laws of learning and their application to teaching than to rely upon devices.

Just as the growth of astronomy, medicine, and every other science has followed the establishment of measured observations, so education is developing into a science through the objectivity and exactness of measurement becoming possible. Corresponding roughly to such scientific instruments as the compass for measuring direction, the thermometer for heat, the foot for distance, the clock for time, are new instruments for measuring intelligence and achievement with more precision than possible even by expert judgment. By means of the standardized test teachers can compare the work of their pupils with established norms; the informal tests may be applied to ascertain the extent to which specific objectives have been attained. These new types of examinations provide keener tools for teachers to use in measuring instruction and charting pupil and class progress.

They also reveal individual differences and the need of provision for meeting them. "Today, an equal consideration for the needs of the individual and of society demands that equality of educational opportunity be interpreted to demand that each individual have an equal opportunity for the development of his abilities and aptitudes for happy and successful living in our modern society." With these words Dr. Paul R. Mort voices the new conception of the work of the school and of the right of each child to develop to the utmost of his ability. This principle of individual differences has resulted from the Siamese development of educational psychology and educational tests. It affects not only the theory but also the practice of education. The schools are not robot factories to produce mechanical men nor are they huge mills to grind out mass production on the same trademark levels. They are for the purpose of helping each child through guiding experiences to achieve a life of rich significance. What a blessing to the individual pupil that he may compete with his own record! What a powerful encouragement is the psychology of success! To adapt instruction to individual differences makes new demands upon the teacher and the entire school organization, but good teachers have always "found their real interest in the development of boys and girls as individuals." There is no schoolroom where provision for individual differences does not need to be made, and no skilful teacher leaves the discovery of this fact to mere chance or repeated failures. Patterning from medical science education is learning to diagnose pupils' difficulties and to apply remedial measures. There is no schoolroom which does not have need for correcting deficiencies. Teachers who neglect to do this individual or group work as it is needed find their pupils short when the outcomes of instruction are checked.

These movements and developments in education have come about through the application of research to the problems of education. Guesswork is being displaced in education as in industry. Programs are being based upon facts instead of opinion and rule-of-thumb methods. Arm-chair philosophy is yielding to the findings of controlled research and investigation, the dunce cap to the intelligence-quotient, and the birch rod to pupil-participation. From speculation to fact is the big objective. That is at least the direction in which we are moving.

What difference does all this make to the classroom teachers? Shall they all become research workers and investigators? Decidedly not. That is the business of the laboratory and the educational seminar. The function of the teacher is to instruct. This is true all through the public school system from the pre-primer unit through the public junior college. So let it be. The teacher is not paid to experiment with scientific minutiae; her work is to train children in the skills, abilities, knowledges, habits, ideals, attitudes, and appreciations needed for the development of proper citizenship. The discovery of these skills and the technique of building and maintaining them are the task of the research division.

Are teachers therefore to ignore the findings of educational research as of interest only to the college professor, the administrator, or the supervisor? Decidedly not. Just what is their relation to these new movements in education? What is the right attitude to take toward the new conceptions? Master *"the procedures needed to transmit to the children the essentials which the curriculum makers have called good."* Become familiar with the course of study; it has been worked out according to the best that is known in educational practice and research. Learn the technique that applies to your field, search out the things that have been developed by experimentation and improve your competency every day. Cultivate the open-minded attitude. In the words of Hon.

William J. Cooper, U. S. Commissioner of Education: "We must avoid the longing to settle things with finality." The true teacher has always been an experimenter in search of better ways of teaching.

Study the individual differences of your pupils, discover their deficiencies, and strive to find the correct remedy for each case. See that the bright child as well as the handicapped ones receive a square deal. Work in accordance with the fundamental laws of learning, since it is through their action that children learn. Become efficient in the use of teacher-made tests, consult your superintendent and other authorities as to the use of standardized tests so you will act in accordance with the city or county program. Read new literature each year covering the important phases of present-day educational procedures focusing specific attention upon the topics most pertinent to your classroom needs. The gist of the whole matter is to see that your teaching efficiency is on a rising curve.

Assume the principles of the scientific method, and teach your pupils to withhold judgment until sufficient information is available, to confine their conclusions to the data at hand, and to pursue a problem until a solution is found. Honest thinking is better than a "cocksure" attitude. Cultivate faith in scientific leadership and the use of scientific results, and appreciation of the achievements of research. You have confidence in the approximate accuracy of your wrist watch without doing or even understanding the astronomical procedure of setting the clocks by the stars. You do not refuse to respect the readings of the thermometer simply because you have never constructed one.

In the words of Dr. James E. Russell, the pupils need discipline in learning. Find out all there is to know about teaching effective study habits and the proper use of books. See that your pupils master the special techniques essential to satisfactory progress in the various subjects. Every high school diploma should be an Exhibit A in ability to use the dictionary, for example. There is "economy in study when pupils learn to do straightforward logical thinking, and can round out an intellectual task in a scholarly fashion." If you will make a special drive on teaching desirable study skills you will develop the independent thinking and working efficiency that will prove useful to your pupils long after the immediate subject matter has been forgotten.

Remember that, remarkable as are all these new movements in education, they have not eliminated the importance of the teachers; they have simply increased their craftsmanship and magnified their responsibility. In providing keener tools with which to work they have not diminished the importance and responsibility of the teacher. Tests do not possess personality; nor have any yet been devised to measure ideals, attitudes, or appreciations. Performance counts in the schoolroom the same as anywhere else.

Remember that the training of the children constitutes the one and only reason for the school. The child-centred school is your aim. Let everything else serve that aim. The core of my message to you may be stated in the words of President Hoover, when he prefaced his recollections about his boyhood in Iowa with these words:—

> "I prefer to think of Iowa as I saw it through the eyes of a ten-year-old boy—and the eyes of all ten-year-old Iowa boys are or should be filled with the wonders of Iowa's streams and woods, of the mysteries of growing crops. His days should be filled with adventure and great undertakings, with participation in great and comforting things."

These words appeal to me as thoroughly pedagogical and pertinent. Did he not desire enriching experiences for every child and did he not also point out the way to achieve them? Perhaps the adventures are not altogether the same. Experimenting with the radio, building model airplanes, caddying for golfers, raising baby beeves, going on hiking trips, fishing and swimming at pleasure resorts, and enjoying mechanical amusements may take the place of some of the unsophisticated fun he enjoyed in trapping rabbits in cracker boxes, sliding down hill in home-made sleds, bringing down pigeons or prairie chickens, swimming in the old swimming hole under the willows, or fishing for sun or cat fish. The principle is the same—adventuring and participating in good undertakings.

Let the next nine months be dedicated to this ideal and consecrated to its fulfilment—that the schoolroom hours of every child in every classroom be filled with the enriching experiences that will make their lives more adequate. Is there not high adventure in mastering long division, in originating and solving interesting problems in social science, in achieving a high score in the reading test, in earning an eighth grade diploma, in finding the value of x, in attaching meaning to the calorie, or studying bacteria under the microscope? Is there not participation in great undertakings in developing a museum, taking a bird census, preparing assembly programs or exhibits of pioneer relics, playing in the orchestra, serving on the student council, memorizing a favorite poem, learning to recognize beauty in nature and in art, budgeting time as well as allowances, preparing lunch for the community gathering, or setting the school premises in order? Is there not daily practice in citizenship in the relationships of the schoolroom and the playground? Is there not the joy of achievement in earning a rising curve on the spelling graph on the bulletin board? Is there not the thrill of pride in winning the honor of raising the flag? Is there

not satisfaction in achieving noble things?

As for the teacher, is there not inspiration in the laughter of childhood? In developing the will to work in your pupils? In seeing the finished product to grow out of their amateurish efforts? In helping to gain physical strength, mental acumen, and social poise? If you crowd the hours of the school children entrusted to your care with adventure and great undertakings in the classrooms, with participation in great and comforting things, you will inspire them to achieve lives of rich significance.

I give the same challenge to you in 1929 that was given Massachusetts teachers in 1845:—

> "We take one race and score them all over with errors; then God seems, in his kindness, to say, 'Here is a new race; begin once more. Try again. See if, with such precious materials as have been given you, you cannot prepare something higher, nobler, than the highest, best, noblest, of the generations that are gone.'"
>
> —Radio Address.

Teaching Handwriting

By EDGAR S. JONES
Monticello, Illinois

IF SPECIAL attention is given to the methods of presentation that refer especially to the proper ways of doing, there should not be any reason why the normally physical student should not acquire the three major elements of good writing, viz.: ease, legibility and a fair degree of speed.

One of the first things to do is to discover by what method the student learns the writing concept. It may be that the pupil by seeing a "copy" is able to do at least average work, while another child improves the most by seeing how the "copy" was made. There is still another type who require the image getting through the physical, that is, if the teacher will take the hand of the child and produce the form desired, much time will be saved in starting the practice work. Quite often it will take the three plans united to start some pupils.

Much attention should be given to the forming of correct habits of holding the pen and the proper positions of the arm, body, and the practice paper. The practice of any exercise is of little value unless there is a fair position of hand and arm. What is needed in most instances is not more practice, but a system of practicing in a right attitude. Three minutes of trying by proper methods is worth more than an hour's practice in a hap-hazard manner.

There should be frequent discussions as to position. It is not enough that the pupil be told about position, it should be practiced until the habit is formed. This is a part of the writing work that belongs to the study period. Another feature of the study period is a careful study of legibility, form, ease, rapidity and rhythm. The study period of the writing exercise is poorly conducted if the teacher makes a request that the pupils open their exercise books to a certain copy and then merely tells them to practice that copy, without any suggestions on her part. Whenever the teacher so arouses the pupil that he takes a delight in practicing, she has solved the problem of the study period part of the writing work.

There is not any question but that grades one, two, and three is where the child should acquire the habit of doing in an average manner. In conducting the class exercises it is necessary that the lesson be varied from day to day, and that much directed drill be given on the simple movement exercise. The teacher should devote much time to assisting the pupils who need attention, placing the forms on the blackboard and of having the class work in a group. There is but little value in a writing lesson, if the student is allowed to follow the forms as set forth in a copy book, writing eight or ten lines without any regard as to movement, position or form. This does not mean that a copy-book is a hindrance, as any of them have many advantages and if rightly used will aid any student in becoming more efficient.

The suggestion is made that the writing lesson should be planned as is a reading, music, or arithmetic lesson. If this is done good writing is assured. It may be said that the main element in writing exercises is the recognizing the fact that just practicing, unless it is in the right way, is of minor value. It would be just as reasonable to believe that the typist, football player, basketball player and all types of physical actors, could become fairly expert by mere practicing without direction as it would to assume that the majority of children will really learn to write without knowing "how to do."

A Visit to Interlochen Camp

By ELBRIDGE W. NEWTON

Boston

SOON we turned from the main highway and followed a road in the forest so narrow that the limbs of the trees brushed against the sides of our car. Dr. E, who was driving, warned: "Look out for that hemlock bough ahead that it doesn't slap you in the face!"

Five minutes later he stopped the car and said to me: "You are now in the heart of the National High School orchestra and band camp at Interlochen, Michigan, and here is the cabin where you will stay." I climbed out and was about to reach for my grip, when from further down among the trees came the haunting, velvety tone of a euphonium, a band instrument. "What is that?" I demanded in amazement.

"Oh, that is a boy fourteen years old from somewhere or other. I have forgotten what state he comes from. But he does know how to play, doesn't he? You see," Dr. E explained, "the Interlochen 'Bowl' is right ahead in the woods within a hundred yards, and this afternoon they are having a band rehearsal."

Just then the whole band burst upon us, perfect in the intonation of its many parts. I slid to the foot of a tree, all ears. They were in the midst of one of the charming ballets of Leo Delibes. "Who is conducting?" I whispered.

"I don't know. Some famous band conductor. Naturally any big band man who knows about these kids is eager to come up here and conduct them, because they can play almost anything at the first reading and do a corking job."

There I sat and listened, unconscious of the fatigue of my thousand-mile journey, most of it made in the blistering August heat—sat and listened entranced, until the last lingering richness of tone was gone.

I opened my eyes and the Dr. helped me into the cabin with my baggage. He explained to me that this was typical of all the instructors' cabins. In front was a large sitting-room and back of it a smaller room, bath, and large clothes closet. In the bath there was cold and continuous hot water, while on the second floor were two most comfortable beds, with ample ventilation from all sides, exposing the sleeper to the invigorating forest air of the North. The heat of my trip to Interlochen was blotted out, for my first night's sleep there was spent in flannels and blankets in order to be comfortable.

The next morning I met various instructors, famous musicians, and camp directors at breakfast. And what an appetite I had! As I ate my bacon and eggs I fished for information. "How many have you in camp this year?" I asked a camp director at my right.

"Two hundred thirty-three kids and fifty music supervisors, besides camp directors, counselors, instructors, conductors, and so on."

"That certainly is a goodly number—many more than you had last year. Just what do you mean by kids?" I asked.

"Why, 'kids' means girls and boys from various public and parochial schools who have come here to play in the orchestra or band or to sing in the chorus."

"How old are they?"

"Oh, anywhere from twelve or thirteen to eighteen years of age. The average age, I should say, is about sixteen years."

"Where do they come from?" I continued.

"From all over the United States—New York, Washington, Chicago, Detroit, Indianapolis, Cincinnati, Minneapolis, Milwaukee, and many other cities, big and little. Yes, and many of our best come from small towns. In all thirty-six states are represented."

"In scope a national project," I reflected.

At the other end of the table was one of the principal camp promoters. "Do you mind telling me this, Mr. T?" I asked. "Can any school girl or boy who sings a little or plays the fiddle or saxophone indifferently come here for instruction and practice?"

"Oh, no," he replied, with a smile. "This is not an institution for beginners. This camp is for those who already are well on the road to musical accomplishment. They come here into a musical atmosphere of the most artistic and progressive kind. In this environment they work hard, play hard, and will leave in better physical condition than when they arrived. In addition to this they will have glimpsed those musical heights which will be a life-long inspiration and a joyous memory."

For a moment the table was still, and all of us gazed intently at the speaker. He had dreamed a dream, and it had come true. I broke the spell. "Your conception of service and your courage, sir, are both admirable, but," I persisted, "how do you pick and choose those who will be allowed to come here?"

For an answer he pointed to the window. Outside was trooping a multitude of girls and boys, all going in one direction—towards the "Bowl." "See! They are assembling for morning practice. Each one of them is a survival of the fittest in his own home town. Each one of them has convinced us of his worth, good character, good health, satisfactory scholastic standing, and proficiency in singing or in the playing of some orchestral or band instrument. Of course, we have

to plan that our orchestra, band, and chorus shall be well balanced in parts. We cannot admit too great a number of sopranos and basses, but must have a requisite number of tenors and altos; likewise a sufficient number of oboes, English horns, violas and French horns to balance our violins, trumpets, and clarinets. But these are only minor details. The *raison d'etre* of this Camp is to render educational service. To a few of the best in any high school we offer superior opportunities during the summer vacation. While perhaps only three or four gain the coveted appointments, yet many others have competed for them and in the future will be deeply interested in this musical Mecca. Hence our influence extends not only to those who are here, but also to thousands of others whose ambition it is to come here at some future date."

* * * * *

Ches was a very wholesome and efficient-looking young man, with a thousand-dollar smile. He drove me over the wood road a mile or more from the "Bowl" and told me about the camp divisions. From where we stood in a little grove he pointed out the boys' camp, a dozen cabins in among the trees, with a row of fine concrete tennis-courts in front, all in vigorous use; the mess-house at the right; and close by Lake Wah-Be-Ka-Ness, a beautiful sheet of sparkling water.

"How far is this camp from the girls' camp?" I asked.

"A mile and a quarter."

"Do you have charge of both camps?"

"Yes. This entire camp, girls and boys, is under strict, healthy discipline. At prescribed hours they go to bed, get up, go to meals, practice in the cabins, play in the 'Bowl.' Each is required to take plenty of exercise, play tennis, baseball, go swimming, canoeing, hiking; all of which is properly supervised by camp directors. To help us in this work we have cabin counselors, athletic instructors, swimming instructors, and so on. Besides these, watchmen patrol the camps at night to guard against fire or infraction of rules, or to cope with any emergency which may arise.

"Each cabin and its surroundings are inspected every day. Let me show you one of them."

We crossed the road and entered the nearest cabin. In front there was a good-sized living-room, where six or eight boys were lounging, some studying, one or two reading, others copying music—all busy. They nodded to us, and we passed into the sleeping quarters. Here was a large bedroom with so many open windows as to be practically out-of-doors. There were six double-decker beds constructed of steel, all neatly made up, with heavy blankets on top. Beyond were the wash-bowls and shower baths. Electricity furnished light and hot water. Everything was clean and orderly, both inside and out. I noticed the inspector's sheet tacked up inside gave this cabin a rating of ninety-seven per cent. for neatness.

As we left the cabin Ches pointed to another much larger building, nearer the lake. "That is our hospital. With so many youngsters here for the summer we have to be ready to care for sickness or accident." By this time Ches was knocking on the door, and a nurse in uniform opened it. "May we come in? Or have you patients whom we might disturb?"

"Oh, no. We had a patient last week, but none now."

"What was the matter with him?"

"He thought he was coming down with the mumps, but it didn't develop, and he was discharged the next day."

We looked around. Half the building was devoted to boys, the other half to girls, with adequate hospital equipment throughout. A doctor and several nurses were in attendance all the time.

From there we went to one of the boat-houses, where we saw boats of all kinds, many of them given to the camp by Henry Ford. We met Mr. I, the swimming instructor. "I presume they keep you pretty busy, don't they?" I said.

"Yes, indeed. We teach the boys diving, swimming with various strokes, life-saving, how to handle different kinds of boats under varying conditions, and in fact all kinds of water sports."

"What is that enormous horn on top of the building for?" I asked.

"Well, you see when the boys get to playing in the water they have so much fun that time means nothing to them, and that horn is to call them in."

We all laughed, bade Mr. I good-bye, and started along the shore in the direction of the girls' camp. "That was a fine boat-house," I remarked.

"Yes, all of our buildings are fine and well-equipped."

"How many have you?"

"Forty-nine buildings in the entire camp. This includes the cabins for the boys' camp, the cabins for the girls' camp, the cabins for recitation rooms, practice rooms, instructors' cabins, and so on."

"If each building with its equipment cost $1,500, that means a lot of money that someone has invested."

"We could have built cabins cheaper, but they would not have given the degree of comfort which we now give. Of course, the 'Bowl' cost a good deal in addition. The stage, which is the only covered portion, had to be well built, with several dressing-rooms and adequate housing for instruments and sheet music. Then the seats for the audience cost considerable more."

"How many acres of ground does the camp cover?" I asked.

"About fifty. But this land is only leased. I think that eventually much or all of it will be donated to the camp if its present prosperity continues for five years."

Soon we approached the girls' camp, which was on an adjoining lake. This was even more beautifully located than the boys' camp, most of the buildings being on a bluff overlooking the lake. I noticed the same care and thoughtfulness in the construction of the girls' cabins that I had seen elsewhere. Someone had spent a great deal of time and thought on every detail. In most of the girls' cabins there was a small stove to heat the living-room. In the centre of the girls' group was a larger cabin for the matron and for the accommodation of guests. I observed that the girls had the same facilities as the boys for athletics and water sports.

"Do all the campers have a uniform style of dress?"

"Yes, light blue blouses, dark blue knickerbockers, light blue stockings, and soft shoes for the girls; light blue shirts, long dark blue trousers, and soft shoes for the boys. We find this is advantageous in many ways."

"Does this camp pay its expenses as it goes?" I asked.

"No, not yet; but we are confident that it will do so in the near future. This year we have twice as many students as we had last year, and next year we expect twice as many as we have now. Then there is the income from the 'Bowl.' The kids give concerts Sunday nights and sometimes in the middle of the week, and we usually have large audiences coming from various places. We hope to clear $10,000 from the 'Bowl' this year. Of course, this sum will be used for camp expenses."

As we followed the path under the great pines and oaks I could not help but reflect on what a wonderful place this is for girls and boys to spend the summer. Here they are not only safeguarded in every possible way, physically, mentally, and morally, but they have constant inspiration to do things worthwhile and become eager, ambitious, industrious workers.

"Ches, this place certainly does make one hungry, doesn't it?"

"You bet!" He smiled, and we entered the hotel, to attack the excellent lunch which we knew awaited us.

* * * * *

Twilight. Seven of us had taken our chairs out under the trees in front of my cabin and were enjoying that aftermath of a hearty dinner—a good smoke. A noted music composer, a distinguished symphonic conductor, a well-known and much-quoted superintendent of schools, two prominent music directors in large public school systems, my host, and I made up the party. From widely separated homes these guests had come a long distance to enjoy this occasion, a concert by the National High School Orchestra.

We were seated on an elevation just back of the rear seats of the "Bowl," and our host remarked: "The acoustic properties here are very good. Notwithstanding the fact that we are located somewhat back from the stage, you will be able to hear every tone perfectly." We nodded assent, for all conversation had ceased. Not that we were uncongenial, but the spell of that balmy evening in the north woods was upon us and we preferred to commune silently with our surroundings.

After a long while our host again spoke. "Away back of us the woods will soon be filled with hundreds of parked automobiles which have brought to us our audience tonight."

"Indeed. Where do they come from?"

"Oh, from summer residences and camps round about; from Traverse City and Petoskey and other places near by; many from Grand Rapids, nearly two hundred miles away, and some from as far distant as Detroit. The main roads are all good in this region, and the concerts and the cool woods lure them here."

Soon lights appeared in the "Bowl," and the audience began to gather in twos, threes, parties, and crowds—a chattering, laughing assemblage. Then light flooded the great stage and the youthful artists came in, carrying their instruments, and took their places quietly. Meanwhile our host was explaining: "You will recall that the usual professional symphony orchestra consists of about 100 players. In this orchestra there are well over 200 players, but with approximately the same balance of instrumental parts. To illustrate, where the professional orchestra has 68 strings we have 143 strings,— 80 violins, 25 violas, 18 'cellos, and 20 double-basses. So also our quota of wood-winds, brasses, and battery are in like ratio. Really what we have here is two well-balanced symphony orchestras amalgamated."

Presently we discovered that the "Bowl" was well filled. All the players were on the stage and everything ready to begin. The conductor entered and was greeted with applause, which he acknowledged. Then a hush—absolute stillness. For a brief moment the whispering night breezes and faint forest sounds came to our ears. Then at a slight movement of the conductor's hand the whole 'cello section, in the rich tones of their lower range, began to breathe upon us a simple, gripping melody, intensified by accompanying violas and basses. Then the clarinets and bassoons stole in softly, and the French horns sonorously; and the same tune was repeated by the wood-winds on a higher pitch, eerily beautiful. But here the strings seemed to become impatient of the quiet emotion at the beginning and forthwith started an

energetic rhythmic stride, challenged at once by the wood-winds and horns. Other tunes were vigorously proclaimed by various instruments. Unchecked, on they went until the entire orchestra rushed into the thrilling climax of the Adagio; yes, and then swept into the Allegro Molto.

But it is impossible for me to describe the way those girls and boys played Dvorak's "New World Symphony." Words are inadequate; you should hear them. Their interpretation of the first movement, indeed of the entire work, was a revelation. I had heard this symphony played many times by great orchestras, and it seemed to me that I had never heard a better rendition of it. Of course, I realize that my judgment may have been warped by sympathetic regard for these youngsters. Perhaps I over-estimated the freshness and virility of their tones. Perhaps I admired too much their instantaneous response to every mood and movement of the conductor.

Just before the end of the Allegro Molto I glanced at my companions of the evening. The effect of the music upon them interested me. Each one concentrated on the performance, even to the point of forgetting to smoke. Two of them sat with bowed heads and unseeing eyes. My hard-boiled friend, the superintendent, was standing in a tense attitude of complete absorption. His pipe was gone. With one hand he held his handkerchief, and every few minutes he wiped the tears from his eyes so that, as he afterwards explained to me, he could see *those kids play that soul-satisfying music.*

The concert had ended. The ovation to the orchestra had ceased. Audience and players had departed, and we seven still sat under the trees discussing the performance.

"I am no musician," said the superintendent, "and I came here only at the earnest request of my music supervisor. But let me tell you now that I wouldn't have missed it for anything. Those girls and boys certainly pulled off a wonderful stunt tonight." Turning to the host, he asked: "Will they all go into music professionally?"

"No, comparatively few," he answered. "You must bear in mind that they are students and are proficient in other subjects as well. For most of them music will be an avocation, valuable in the occupation of leisure time, in home and community life, and in the development of character."

At this point one of the supervisors asked: "Mr. T, do you anticipate that instrumental music will eventually overshadow vocal music in our schools?"

"No," he replied, "I think such an anticipation would be absurd. The instrumental and vocal teachers should by all means co-operate. Each needs the other. Each aims to develop latent musical tendencies into musical intelligence. Recently we gave in this camp a public performance of the oratorio 'Elijah,' with a large chorus and orchestra. We had one rehearsal only, and then gave the finished performance. Now, of course, this would have been impossible if our girls and boys had not had musical intelligence. And where do they get the foundation of this intelligence? In the early grades, through the work of the vocal teacher. He is the one who instills a love of good music, good tone, and a desire for music reading. He is the one who begins the musical development of all the children, for *all* can sing. A few years later the instrumental teacher makes a selection from these, and forms his orchestras and bands."

The other supervisor exclaimed: "My sentiments exactly! There is another phase, too. Vocal music reaches all; instrumental music, comparatively few. It is a fact that the best results in instrumental music are based on the efficient work of the vocal teacher, especially in the elementary grades. These girls and boys here could not have performed Brahms' Symphony No. 1 at the second playing if they had not previously been trained to enjoy reading good music."

The conductor, who had been listening thoughtfully, added: "Moreover the human voice has possibilities for musical expression as great or greater than any man-made instrument. When a large chorus trained by a master performs a Bach work it is as inspirational as any music performed by a great orchestra. Beethoven composed his immortal symphonies for the orchestra, but when he reached the Ninth, the climax of his musical life, his genius demanded in addition to the orchestra the use of the voice in a great chorus."

We were impressed by his earnestness; but the evening was growing cold in that north country, and we were without sweaters or overcoats. We rose and the superintendent said to our host: "Before we part I want to say to you that I look upon this institution which you and your colleague have founded as a significant educational project. Its ideals and its achievements should be generally known. I believe educators should take advantage of this opportunity to send young people here during the summer vacation, for whatever their life work may be, here they get an experience which will be of great value to them."

EDUCATIONAL TRAILS IN AMERICA

The great present American need is universal recognition of the part education has had in American history. Education today affects directly or indirectly every person in the United States as does no other phase of public activity.

It is important that educational leaders, civic and social, should try to know all classes of people affected by education, know what in education has made it so significant a factor in American life and how education has played so vital a part in American history.

"Educational Trails in America"

By A. E. WINSHIP

Will appear in forthcoming issues of this magazine

October 14	The Importance of Education in History.	
October 21	Colony Education, a century and a half.	
October 28	Federal Education, third of a century.	
November 4	Public Education I	A quarter of a century
November 11	Public Education II	
November 18	Modern Education I	A quarter of a century
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JOURNAL OF EDUCATION

SIX BEACON STREET, BOSTON

They Say

GEORGE W. NORRIS, United States Senator:—

"The difference between barbarism and civilization is education. Tyrants cannot permanently rule an educated people. Ignorance is the mother of superstition and superstition is the domain of despots. Intelligence is the foundation of democratic government."

BONNIE GILBERT, High School, Chattanooga:—

"English teachers, regarded objectively, resemble a great fraternity of some kind of doctors having to build up a body of knowledge empirically while a whole populace, willy-nilly, serves as subjects for the experiments. But this to the credit of the English 'doctors': They are terribly in earnest, and hasten to tell each other any bits of truth they hit upon in their search for specifics."

PEARL G. CARSON, George Peabody College for Teachers:—

"The librarian should have a rank on any school faculty equal to that of the teachers, should receive the same salary as they if offering the same qualifications of education and experience as theirs, should have the same right and obligation to attend faculty meetings and to take part in them, should have the same vacations or, if not, should receive additional salary for additional weeks of work done, and should have the same social privileges."

WILLIAM J. BOGAN, superintendent, Chicago:—

"If Chicago wants to become known as 'the crimeless city' it may do so by building character as it builds skyscrapers—by having trained architects draw the plans and make the blueprints, and skilled artisans erect the structure. Erecting a skyscraper is not guesswork, neither should character building be."

BOSTON AMERICAN:—

"Prosperity means leisure. Fools use leisure in speak-easies; wise men use it in thought, in healthful outdoor life, in productive work apart from selfish gain. . . . You must have a leisure class in order to have a thinking class. That statement may annoy some, but it is true.

"By leisure is not meant idleness, but reasonable time for thought, and for the working out of plans that thought suggests."

MONTAGU FRANK MODDER, West Virginia University:—

"With regard to examinations, there seems to be a very unfortunate attitude in the average school and college. The average student looks upon the inevitable examination as a sore trial, a tribulation, a menace, an insult, and a vexation. It is very much like an operation or an experience in the dental chair—something very painful, and the sooner one gets over it the better. Effort should be made to correct this attitude wherever it prevails."

ALEXANDER WEINSTEIN, Columbia University:—

"Children do not receive traits from their parents, for parents continue to possess their traits after the children are born. Traits are not transmitted at all; they are formed anew in each generation."

SALLY LUCAS JEAN:—

"Alcohol is not a food, and does not add to strength or beauty of mind or body."

PROFESSOR A. D. TENDLER, City College of New York, in reporting upon a critical scientific study of one hundred delinquent children in New York:—

"It requires strong emotivity to get into and persist in trouble. It requires intelligence and reduced emotivity to get out of trouble."

PROFESSOR EDOUARD CHAPAREDE, Geneva, Switzerland, at the International Congress of Psychologists:—

"Psychologists can do a great deal to cure public opinion of dangerous psychic blindness by the creation of sentiments of world-wide solidarity of an absolutely new type. The germination of such sentiments and their development constitutes a fascinating problem for psychologists."

J. McKEEN CATTELL, New York, president of the International Congress of Psychologists:—

"When, in the fullness of time, there is a family of the nations, when each will give according to its ability and receive according to its needs, when war among them will be as absurd as it would now be for members of this Congress to begin murdering one another, this will be due in no small measure to co-operation among the scientific men of all nations in their common work."

MILDRED W. ROBERTS, San Francisco:—

"I have been the wife of a naval officer for fifteen years, and most of the officers I know look upon the navy as an instrument of peace, of protection. One does not consider a fire department an instrument of fire, but of protection; nor does one consider a police force an instrument of crime."

Teaching in the Home Town

By ARTHUR DEAN

Many a girl graduating from normal school or a teachers' college has been saying this summer: "You know I pulled every wire I could, and so did papa, to get into the local school system. But you know they simply won't accept anybody right out of the normal school. All the girls have to get experience somewhere else, but you just bet I will be coming back just as quickly as I can to this good old town where I know people and where people are somebodies. But lordy, now I've got to teach in Podunk!"

I can picture her keeping a checking account in the home town bank and telling everybody: "There's nothing like the soda fountain in my town." She will keep her old family doctor, dentist, dressmaker and milliner. She will have more knowledge of the time table of the railroads running between her real home and her educational abiding place than she has of her school schedule. She will keep away from church, will have nothing to do with any local improvement society or the Y. W. C. A., and her only interest in the local paper will be reading the announcements of picture shows.

Now all this is a mistake, not only because her school work will not be as good as it might be, or because the parents won't like her as much as they should, but also for the reason that everything she says to herself, and obviously everything she says out loud that is derogatory to the town, the church, the local doctor, the people, the stores, the candy, the soda fountain will put her into an attitude of mind that is not good for her own soul.

It is a lot more fun to live while we are living, to make every day count toward our life, to get and give pleasure and happiness today instead of waiting for the time when we can get back to the old home town. Wherever we live it is profitable to ourselves to treat people with whom we associate courteously, to be interested in their welfare, to know about their homes, their children, their organizations and the everyday work done by the everyday crowd.

If we are going to be unhappy for three or four years just because we think we have been shoved off in a school system in which we have no interest and think we cannot have any, we are going to find that these four years have a detrimental effect. If we are going to be small over little things it surely is no training for being big over big things later. If we are going to look down upon ordinary people we are not training ourselves to live, as we dream, with extraordinary ones.

So my advice to Miss Citified, who has been, as she thinks, sentenced to Podunk, is to know something about the history of her so-called prison. It, too, thinks that it is a big pebble on the beach; it has the same local pride as her city has, the same type of men who think it is God's footstool. The newspaper in Podunk may not have as many lines of type nor as big headlines, and the news that "Sally Jones spent last Friday with her cousin in Spunkville" may not be quite as important to Miss Citified as the fact that "Mrs. Claude Newlyrich gave a reception to Lord Chumley-Brown," but a little philosophy and sense of understanding ought to bring to Miss Citified the feeling that after all the two items are equally important or let's say "unimportant."

So let's make every town in which we teach our home town. And when we get back to what we think is our real home town, we will teach well and better because we taught well in and understood Podunk.

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

278. How can I handle the subject of instrumental music best in our schools? (Alabama.)

Instrumental music is usually handled on the group plan when it is taken on by a school system. If the pupils have individual lessons they are a private affair.

The instruction may be a part of the regular music supervisor's work or a special teacher to supervise it may be hired. Different teachers to teach different classes of instruments are necessary, but may be employed on a part-time basis if necessary. The kindergarten, first and second grade orchestras may be trained in the classroom, but work with the fifth and six grade orchestras as well as junior and senior high orchestras should be done in special groups. This also is true of the band work. Such practice to get whole-hearted support needs to be done in school time.

The instruments can be bought through the school and paid for on the installment plan. Children specially gifted in music should be carefully sought and every aid possible given them.

All the music work, like any other special department, should head up under one trained leader or supervisor. This is necessary from the point of organization.

279. When is an elementary class full? (Kansas.)

That is always a local question, depending partly on the buildings and wealth of the town or city. In an ordinary eastern city forty pupils to a class of one grade is a popular number. If there are two grades in a room thirty-five seems to be the fashion. I know that we have much larger numbers in some of our big cities, but those rooms are over-crowded and the conditions are lamentable. Much smaller numbers of from fifteen to twenty-five, such as found in private schools and wealthy towns, are to be desired. As the number of grades to a room increase the number of pupils should go down. The increased number of subjects on various levels to be prepared by the teacher make care of large numbers impossible.

280. In admitting children to school on a mental age is it wise to make the mental and chronological age for entrance the same? (Massachusetts.)

No. It is very unwise to do so. Reckoning mental age is far from an exact science. Even the best experts in mental hygiene are very conservative when it comes to a sure decision according to months in mental age. They leave one or two as a leeway for interfering circumstances. On this basis it is wisest to make your mental age a couple of months higher than your chronological age. For instance, if the chronological age for entering grade one is five years ten months, six years is a good mental age. The two-month margin allows for many incidents that might creep in to affect the testing by the most careful examiner. Then if a child tests up a little higher than the chronological age you are sure that mentally he is ready for your first grade work. If he tests six it is safer to assume he is five and ten months. As physical and mental growth tend to keep equal pace this plan gives your child physical advantages most worth while. A child's physical condition should always receive serious consideration when entrance by mental testing is used.

281. What do you think of the doctrine that all learning should be pleasurable? (Illinois.)

I do not believe that such a doctrine is in keeping with a life situation, and therefore it is not sound, according to either the old school or the new. Most of life should be pleasurable or interesting, and therefore most of our school learning should be of the same kind. But success often depends on our ability to stick to a task when it is not a pleasure, and training for that situation is the child's right. Some one has said: "There is no substitute for good old-fashioned hard work," and most of us have found that out. Times come when we would prefer to play, but duty, loyalty, or success says: "Work," and we cannot follow the pleasure line. If learning, which is schooling in the true sense of the word, is to be true to life it cannot follow the pleasurable basis only. We are not raising "softies" nor "butterflies." But I hear some one say: "The satisfaction of sticking to a job when you don't like it is pleasurable in the end." Well, may be! But don't expect a young pupil to see that. He won't.

282. I am pressed to hire home teachers. Is it a wise policy? (Maine.)

Unadulterated—No. Inbreeding in a teaching corps is a very bad disease. Its limitations tighten year after year, lowering the standards steadily. Two or even four years' training away from the home system against twelve years in the schools as pupil and the return years as teacher in the same system don't bring enough new ideas, attitudes and viewpoints to give proper growth.

Then, politics go hand in hand with this policy. Home teachers, then which home teachers? Those who have the most friends.

Hiring teachers is like any other buying of service. The only safe way is to make each case an individual one. You meet the needs of your vacancy with the very best you can find for the money you can pay.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Unfortunates

They are the unfortunate ones who have not learned to love beauty. Sad is the lot of him who dwells in sight of the uplifted hills and never sees the radiance of the dawn upon the silent peaks, whose ears are deaf to music whether showered on him like golden rain from birds among the trees, or winds along the branches of the pine, or silvery bells of children's laughter; whose eyes are like the owls, wide open to the day, but blind except to light and shade; to whom the colors of the flower mean nothing and the rainbow's glory is as if it had not been.

True culture is in seeing beauty, hearing beauty, speaking the beautiful and more than all else, thinking beautiful thoughts and expressing them in our daily lives. It may seem to some that they have no means of expressing beauty in their lives. Let such but dwell on beauty in their souls and they will see it climbing forth out of the sordid, drab circumstance of their days like roses out of the black earth and butterflies out of ugly worms. No human being can think of beautiful things all through the morning hours and fail to do some beautiful deeds before the sun has set. That is why the world values the noble deed at such a price. The very doing of it proves the beauty of the thought out of which it sprang.

Since all good deeds are noble deeds, and since all good thoughts are noble thoughts, happy are they who spend their waking hours in doing well the happy things within their reach. Out of such stuff as love, and smiles and gentle words, and kindliness, and willingness to sacrifice is brought into being upon the earth the garden of God within the souls of men.

The White Poppy

Not long ago I visited a lovely new home. The owner, a very dear friend, showed me about. "Here," said he, "is our iceless refrigerator. See how carefully every detail is worked out. Someone must have spent years of experiment and research in producing a machine which works so smoothly day and night." I agreed with my good friend. The inspection of that iceless refrigerator increased by many times my respect for the powers of the human intellect. "It is wonderful," I said, "to have service of this kind where the genius of one mind works ceaselessly in the service of another. At the same time I wonder why the inventor did not work a little more art into his wonderful machine. See how these black iron elbows stick out and how ugly is the general design." From the house we passed into the bright garden where my friend has called about him the smiling faces of a hundred plants. In one corner a snow-white poppy hung its silver fringes like filmy veils around a mosque of pale-green where the seed pod lifted up its head. "That is a rare poppy," said my friend. "The seed came from Central Asia in the kit of an explorer friend of mine." As he spoke my friend reached over and broke off a seed pod that had grown brown and ripe in the sun. Turning it over he sifted the black seeds out of the pod, like pepper out of an ornamental pepperbox. How beautifully rounded was the seed-container, sitting solidly on a little turned pedestal of lavender stock; how carefully the fourteen eaves of its ornamental roof reached out; protecting, each one of them, from rain and dew, the tiny outlet for the seed beneath. Here, thought I, is planning more perfect than that which brought the refrigerator into being and here, also, is a love of beauty striving to make each supremely useful detail as lovely in color and design as possible. I looked about me; nothing but the clear sunshine and the pretty faces of the flowers, and yet there in the hand of my friend a proof of an intelligence of such vastness and power that man's puny effort seemed by comparison a candle flickering against a noon-day sun.

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Little Brooks

In a quiet little valley a brook tumbles happily under an aged oak. The brook is very young and the oak is very old. The brook is carefree and happy in its youth, while the oak is silent, majestic and very dignified. The aged oak does not approve of all the brook does. It says to the brook: "Be still! Can't you? You make me nervous!" but the brook laughs on just the same. Then the aged oak sends down a leaf or two of good, sound advice. The brook receives the advice lightly and carries it carelessly away, laughing a little over the joke of it. Then the aged oak sends down the reflection of its tall body, its mighty, twisted strong arms and nut-brown leaves and says: "Behold the great example that I set you. Stop all this nonsense and get down to work," but the brook flows right on through the reflection of the oak without pause or ripple as though the reflection did not exist.

And so it goes in the world about us. Some must be happy brooks and some aged, venerable oaks. And the oaks will always shed leaves of advice upon the brooks and the brooks will always laugh them happily away.

So it is now. The aged oaks are worrying over the happy brooks. "Going straight to the dogs!" says one. "The young folks are terrible," says another. "It wasn't like that in my day," says another. Poor old aged, shaggy advice-shedding oaks, raining hard acorn-tears in memory of the good old days that never existed except in their own crabbed minds!

As I see it all, there is pure silver in the laughter of the brook today; there is a joyous freedom in the level meadowland, and a wearing of fragrant water lilies in dark hair, but more than all else there is a lovely cleanness in the silent depths and a mighty reflecting of the blue sky, its golden sun and its thousand wide-eyed stars.

Now, I have played with what I mean like a kitten with a ball of yarn. Who can untangle the mass and give it a meaning that bears upon the daily lives of the young folks in the world today?

Experts in Doing

Today, in a few spare moments, I picked up and glanced through a number of new books. All of them were good books; all of them showed someone's careful, honest toil and all of them were fit in every way to be placed before you for use in your various classes, and yet, as I glanced over page after page the thought came to me: Where is there anything in these books that proves to children the joy and glory of working with their hands, of doing helpful things with their ten fingers, of being of real service in the place in which they live? Where is there anything that proves to children the mighty lessons of unselfishness, of wanting only the good things, of being satisfied with what

they can honestly afford, of being happy in their work because they love their work and enjoy doing it for its own sake? Where is there anything in these pages that helps children feel the joy of unselfishness, the real pleasure that comes from "giving up," the happiness that warms the heart when a kind deed is done? And then I wondered how this sort of thing could be written into books? Stories do not carry it; letters do not teach it; wise counsels have no powers to warm the heart as a good deed warms it. And yet, girls and boys, these truths are mighty, mightier far for happiness than knowing how to read or write or work a hard example in arithmetic. Better far than books is action of some sort or other. The boy or girl who has really felt the joy that comes from honest toil, who has felt the thrill that comes from the doing of some noble, unselfish deed, needs no book to guide him on from work to work and deed to deed. Just as the workman grows expert by the doing of his daily task, so must we grow expert by the doing of good deeds. Skill comes only from constant practice, and therefore he is the skilled workman in the spirit world whose hands are always busy doing good, whose eyes are busy seeing good, whose ears are busy hearing good, and whose mind works on from dawn to dark thinking only about good things. Perhaps, therefore, I am expecting too much of the books before me. After all, how can they do kindly deeds or say kindly words for any one of us?

All Life is Like This

Early last spring I planted a tiny seed in my garden. It was such a little seed that I lost it between my fingers and had quite a time finding it again. When I had finally pressed it into place in the dark warm earth, it was so completely lost to view that I doubt whether I could have located it with a magnifying glass. However, I knew that it would find itself, though it was lost to me, and very soon, indeed, would poke a bright green arm out of the ground, then another, until finally it would stand revealed with the sunshine glistening on its lovely leaves.

Today, just as I expected, the seed has become a plant, a beautiful aster plant, and its top is crowned with seven delicate heads of bloom that are so lovely that the bees hum over them, and the butterflies alight in them and the eyes of a dozen humans every day glisten as they look at them. Out of the tiny seed have come seven wonderful flowers to gladden the earth.

I have been watching this golden aster of late and it has spoken to me various splendid things: last night as I watered it I heard it say: "All life is like this,—just trying and trying to do lovely things. Do you not see,—I am no different today than I was the day you planted me. I am the same little sparkle of life, the same little life moving in the dust, only I have unfolded myself, and developed my powers, and spent myself trying to gladden the earth. In the little seed you so kindly planted were the seven blessings that you see crowning my stems. Leaf and color and fragrance all were folded and packed into the casket you called a seed. And again I say, all life is like this;—man, too, is a seedling and in him is folded and packed a thousand beautiful blessings which he, alone, can bring forth to delight the earth."

I think the beautiful aster is right and when I see a girl or a boy doing splendid deeds, and living helpful, kindly lives, I realize that blossoms are nodding around me and I am walking abroad in the Lord's garden, seeing the glories that have risen under the service of His sacred hands.

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EDUCATION IN ACTION

Aids "Back to School Week"

Max Gardner, Governor of North Carolina, has officially thrown the force of his office squarely behind a movement to increase school attendance in his state by issuing a proclamation calling for the observance of "Back to School Week." Reports from all sections indicated increased attendance upon the public schools during the session now starting, and the Governor's proclamation is expected to have a far-reaching effect. Educators, commenting on this move, expressed the belief that the Governor had sounded a keynote that should mean much to public education in this state, which is now expending more than $30,000,000 annually on its common schools, as compared with less than $1,000,000 at the beginning of the present century.

Bible Valuable To Daily School

The Bible nowadays is becoming more important in the day school than in the Sunday School, declared W. Hughes Jones, education officer in history to the Royal Air Force, addressing the city of London vacation course. "In the day school," he said, "the Bible is a textbook, not only for conduct and morality, but also for English literature and world history. The story of the origin and development of our own civilization is written on almost every page of the Old Testament. Ezekiel is an original and most trustworthy authority on the industrial and commercial conditions of his day; the writer of the Book of Esther is an authority on politics and the administration of government, and Exodus is nothing short of an encyclopedia of the arts and crafts of the ancient world."

College Chain Of Small Units

A system of small colleges isolated from the rush of cities, but linked as parts of a great university series, was advocated by Dr. Bernard I. Bell, warden of St. Stephen's College, Annandale-on-Hudson, N. Y. He contended that present-day colleges are "the weakest link in our system of higher education." One of the greatest difficulties, Dr. Bell said, is insufficient training preparatory to specialization. Another is the size of many student bodies, in which extended personal contact is difficult, he declared. To remedy these and other flaws, Dr. Bell said, there should be established "small, intimate, personalized and relatively secluded undergraduate colleges within the university itself, each largely self-governed, but all taught by scholars firmly banded to one another and to the research scholars in the common life of the university—small colleges with university minds. "It is impossible," he continued, "to make men in job lots, and impossible to make people thoughtful by lecturing at them and never seeing them otherwise. Education is not miraculous or mechanical, and personal contacts have always been, and must always be, basically important. The day of the big classroom college is, or ought to be, over." St. Stephen's is affiliated with Columbia University.

Adviser to Assist Washington Students

An office of adviser to students from foreign countries, believed to be the first at any institution of higher learning in the United States, has just been established at the George Washington University. William Stull Holt, Ph.D., will hold the office, Dr. Cloyd Heck Marvin, president of the University, announced. Last year students from forty-three foreign countries attended classes at George Washington. The new office is established to aid the young people from these diverse countries in gaining the most from study at the university, "both in academic achievement and understanding of American ideals and institutions." Professor Holt is a person of broad sympathies with an intimate knowledge of international affairs, who has made a close study of the foreign relations of the United States and has lived and traveled extensively abroad.

Stupidity Proven Valuable by Study

Stupidity, scientifically employed, is as valuable in its way as intelligence. Dr. Arthur D. Little, one of America's leading industrial chemists and president of the Society of Chemical Industry, so asserts in the proceedings of the Society's forty-eighth annual meeting in Manchester, England. He cited the case of a manufacturer who was troubled with an over-large monthly turnover of labor. A psychologist called in, applied his intelligence tests to the whole force. He demonstrated that only the more intelligent workers were involved in the turnover, those of comparatively low intelligence remaining contented. His recommendation to the manufacturer was "select stupidity and train it." "Mass production, it is true, has created machine-tending jobs which are demoralizing for the man or woman of imagination and initiative," he said. "Not all workers, however, are of that description. Many prefer the job which does not call for brains and initiative, and are happiest when the task is monotonous and mechanical."

Illiteracy Is Waning in Italy

The Italian government's steady fight against illiteracy is beginning to show results in census figures. In 1921, before the Fascist government came into power, illiteracy in Italy reached thirty-one per cent., meaning that practically one out of every three persons could not read or write. This figure has been reduced to twenty-seven per cent. as of the end of 1927, when the census started. A still further reduction could be chronicled today. The reduction is going on at the rate of about one per cent. a year. At the same time the number of elementary schools is on the increase. In 1922-23 there were 112,073. Today there are over 121,000. The Southern provinces of Calabria, Puglia and Sicily, together with the Island of Sardinia, show the heaviest figures of illiteracy. Calabria still is unable to produce more than fifty-two per cent. of her people who can read and write.

Rain No Excuse For Holiday

The school children of Princeton, N. J., who, from time immemorial, have incorporated a plea for rain on the morrow in their nightly prayers, have ceased the practice. Heretofore, by honored custom, inclement weather meant additional holidays. Henceforth it will spell only wet feet. The news was broken to the pupils recently through an announcement by the Princeton Borough Board of Education that in the future school will keep, rain or shine. While dethroning the weather man, the board also banishes business and politics from the classrooms. Even the raising of funds for school organizations through commercial enterprise is forbidden, and no candidate, whether his party be "in" or "out," may spread literature or doctrine among the students.

G. Bernard Shaw Tilts at Schools

G. Bernard Shaw was asked by the headmaster of Clayesmore School, near Winchester, England, to act on the board of "outside" examiners at the scholarship election examination. His reply was: "I regard your original method of examination with cordial approval, but I am asking you to strike me off the list of possible examiners, for such an examination as you purpose is a highly skilled business. I should not know how to set about it, offhand, and have not time to prepare myself. I am coming more and more to think that our craze for secondary education is a dangerous blunder. It seems to me to produce imbecility, which is just what might be expected from a system which begins by assuming that every boy can be an Einstein if he is not allowed to be lazy, and that you can imprison children and hold them to tasks beyond their capacity and foreign to their aptitude all through their growing years without damaging them."

New York Tries Out Cubistic in Schools

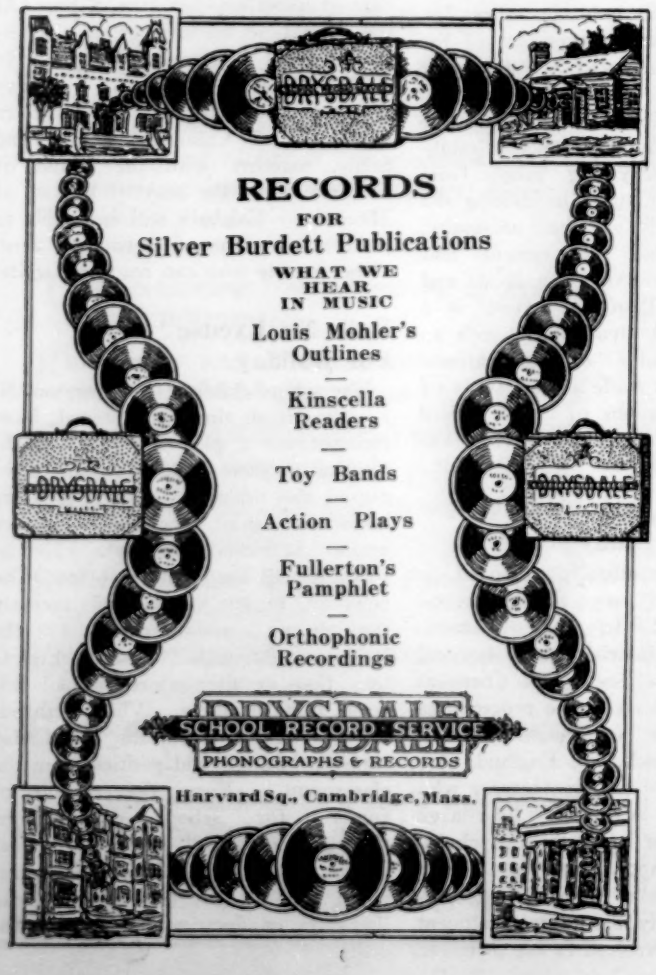
Architects of the Board of Education of New York City have turned to the modernistic and are drawing plans for the first school after the setback style of architecture. Terraces, colored enamel, tiles and flat wall surfaces as exemplified in some of the newest skyscrapers of Manhattan will be features of the building. The new school, it is believed, will be the first thoroughly modernistic school building in the world. The lines along which the architects are working call for a structure which is suggestive of the pueblo of the old American Southwest, which was an example of cubical massing, and the great modern masses of steel, concrete and stone. Officials of the school board hold that the use of period design in school buildings has an educational value and is helpful in the study of history, art and literature. Even though the plan is costly, the board holds that school children derive a benefit from the atmosphere which structural beauty makes for.

Yellowstone Park To Be Used by School

As another step in the educational program being carried on in the Yellowstone National Park by the educational department of the National Park Service, the Yellowstone School of Field History will be established in the park on July 1, 1930, according to the announcement made by Dorr G. Yeager, park naturalist. The establishment of the school comes as a natural result of the rapidly increasing interest shown by the public in nature study and the enthusiastic reception accorded the installation of the ranger naturalist force of lecturers and the development of the museum idea in the park.

Honor System Debate Renewed

The opening of a new college year finds these institutions sharply split on the question of the wisdom of continuing the honor system in examinations, a problem that has been under vigorous debate the last few years. Several colleges have dropped this method and have returned to the proctors' plan. Its proponents and opponents are equally fervid. However much it has been assailed, in many instances by the students themselves, it has found an important supporter in the National Student Federation of America, which voted at its congress in Columbia, Mo., last December, "to encourage and aid in every way possible, colleges and universities to improve their honor systems." Inaugurated many years ago at William and Mary College, this method of self-government spread gradually until it embraced scores of institutions. During the last few years it has lost favor in several important colleges, notably at Amherst, Rutgers and Yale.



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Student Curiosity Desirable Trait

President James L. McConaughy spoke on "Curiosity, a Desirable College Trait," in his matriculation day address at Wesleyan University, now starting its ninety-ninth year. Dr. McConaughy told the 600 undergraduates that the student who is really curious will soon learn that clothes and cars are chiefly a veneer and that the formation of a standard of judgment for the selection of one's friends is one of the most desirable results of a worth-while college course.

Say Mother Set Fire To Daughter's School

Mrs. Jennie Davis, aged fifty, of Holmes, N. Y., who to prevent her fifteen-year-old daughter Sarah from being compelled to attend school, it is alleged, is charged with having set fire to the schoolhouse. Police say that Mrs. Davis, while on her way home from church services with her daughter, poured kerosene on newspapers and lighted them in the rear of the schoolhouse, a frame building. Fred Close, under-sheriff, alleges that after setting the fire, Mrs. Davis and her daughter stood near by to watch it burn. It was discovered almost immediately and put out after part of a wall and a desk were burned. Mrs. Davis was arrested, charged with arson, and her daughter was charged with juvenile delinquency. It is said that Mrs. Davis was fined $5 last season for declining to send her daughter to school. Mrs. Davis is a mountain resident, and, like the daughter, dislikes compulsory education.

Girl Flies To School

Commuting thirty miles between her home in Denver and the University of Colorado at Boulder has won for Miss Grace Joseph the title of "Flying Co-Ed." The plane the young woman uses is that of her mother, Mrs. A. F. Joseph, who has arranged to make the trip whenever the daughter desires to spend the night at home. Miss Joseph can rise in Denver at 7 o'clock, and make an 8 o'clock class in Boulder. The Josephs live not far from the Denver flying field. Actual flying time

Denmark Schools Long Compulsory

School attendance for children between the ages of seven and fourteen was made compulsory in Denmark as early as 1814. Now the nation has not more than two-tenths of one per cent. of its children without instruction, and not more than one-tenth of one per cent. illiteracy.

TREND OF THE TIMES

MANY PERSONS within the circles where airplanes and dirigibles are promoted and manufactured take it for granted that travel by air will become as common as travel by automobile now is. Airplanes in service in America this year number 8,064, which is almost the number of automobiles in this country in 1900. In twenty-nine years the number of automobiles has become roughly 25,000,000. The point of this comparison is a question or an implied prediction in the form of a question—will there be, twenty-nine years from now, in 1958, as many as 25,000,000 airplanes?

THE TREND of America's expenditures for amusements and luxury items is very clearly upward, reflecting the steadily growing national income and rising standard of living. Over $21,000,000,000 is being spent each year for luxuries and amusements in this country alone. Net incomes of many companies catering to our love of entertainment and pleasure are gaining rapidly and the securities issued by some of these concerns have achieved recognition as genuine investments.

EUROPEAN EMIGRATION to non-European countries totaled 55,500,000 between 1820 and 1924, and of that number approximately 50,000,000 emigrants departed from Europe between 1846 and 1924. These totals were revealed in a study of migration from the international standpoint. The predominance of British emigration is stressed. About 19,000,000 persons left the British Isles between 1815 and 1924, including the great Irish movement. German emigration, which was next in volume to that from Great Britain in the first half of the century, was reduced to a minimum after 1850.

SCIENTIFIC PROGRESS is far exceeding present intellectual gains, and unless advances in thought shall equal those in science, modern inventions will be useless, according to Dr. Otis W. Caldwell, director of the Institute of School Experimentation, Columbia University. "Scientists need to present the facts so that the public can understand and emotionally believe them," he said.

HENRY FORD has been asked by Borough President George U. Harvey, of Queens, New York City, to help solve the problem of disposing of abandoned cars. Professing to see a situation which in time will tax the resources of the nation for its elimination, he wrote asking Henry Ford to lend his automotive genius to abating the nuisance of streets and vacant lots littered with discarded automobiles.

NATURE has no more use for us after fifty, thinks Dr. Daniel J. McCarthy, professor of medical jurisprudence in the University of Pennsylvania. Before that age she helps us to live; her curative processes relieve us when we are ill. But in later life we have to fight her in order to survive. Our principal value from her point of view is not our brain work, but what we do to carry on the human race.

VISUALIZING history ten years hence, Premier Ramsay MacDonald in a recent interview prophesies that the next great outcry of humantiy will be self-determination of the individual, that America and Britain will have by agreement settled the freedom of the seas problem, that the United States will still be out of the League of Nations, and that the greatest problem confronting the world will be bridging the chasm between Occident and Orient.

THE BOMB and the racket in Chicago, terrors to small merchants and tradesmen, have shown a sharp gain this year over last, the Employers' Association has found out. Rackets cost the city $186,000,000 in 1928, according to computations. This represents an average cost of $36 for every man, woman and child in Chicago. Figures for 1929 indicate that the total for this year will be even higher.

ARISTIDE BRIAND, who formed a French Cabinet for the twelfth time in his three decades of political prominence in France, typifies perhaps more than any other world figure the spirit of conciliation in international affairs. Dramatic, eloquent, persuasive, conciliatory, he has figured again and again in the confused years since the war, in victories of international harmony.

FOREIGNERS hold more than $7,000,000,000 of investments in this country. There is probably as much foreign capital in the United States today as in the pre-war years—possibly more. Last year foreigners bought about $481,000,000 of American stocks and bonds. They are evidently planning to share heavily in our future prosperity, just as we shall share in theirs.

The BOOK TABLE

DEBATING FOR HIGH SCHOOLS. By Ray Keeslar Immel, University of Southern California, and Ruth Huston Whipple, Northwestern High School, Detroit. Cloth. 251 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This book is an outgrowth of the work of the Michigan High School Debating League, in which for several years the authors have been interested and with which they have been intimately associated, the one as the organizer and state manager of it, the other as a teacher in high schools that have participated whole-heartedly in the debates of the league.

The aim has been to correlate closely the results of this two-sided experience with high-school debating, and to present what seem to us the most important considerations arising out of it. Since it seems fair to assume that the problems of debate are much the same everywhere, the experience here represented will be found useful wherever high-school students engage in this fascinating activity.

The usual traces of formal logic are not here. From a practical point of view it is perfectly possible to dispense with logic as such and to allow the student to approach the subject from a purely common-sense point of view. Formal logic has no necessary or even desirable place in a textbook for high-school debaters.

This book will contribute something to the orderly, rational process of dealing with perplexing public questions.

THE MUSIC HOUR. Third Book. By Osbourne McConathy, Northwestern University; W. Otto Miessner, Chicago Musical College; Edward Bailey Birge, Indiana University; Mabel E. Bray, Trenton, New Jersey. Illustrated by Shirley Kite. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

In this Third Book of "The Music Hour" there are an even two hundred songs for schools with music, skilfully classified geographically, Germans 10, English 8, French and Russian 5 each, Irish 4, and seventeen other countries. Eighty for nature study, sixty for the seasons, fifty for games. In all there are more than fifty groups of songs. All this is the result of highly thoughtful appreciation of four of the best judges of school music in the country.

The Three Books of The Music Hour Series can but broaden the horizon of music supervisors and teachers. It is amazing how few different songs have been sung. We have been hearing school songs in every section of the country for many years, and the range of songs I have heard has been tragically limited.

REAL LIFE STORIES. An Eighth Reader. By W. W. Theisen, assistant superintendent, Milwaukee, and Sterling A. Leonard, University of Wisconsin. Illustrated by Bernice Oehler. Cloth. 504 pages. New York: The Macmillan Company.

It is a long way from the original "Fifth Reader" for the upper grades in the elementary school the purpose of which was to discover the common school children who could use more education, by their ability to declaim historic orations and enjoy British masterpieces.

Here is one of the best demonstrations of the arrival of a new appreciation of the taste and talent of the upper grade boys and girls. There are more than fifty real stories of real life written by more than forty skilful writers for various magazines and books.

THE SONS O' CORMAC AN' TALES OF OTHER MEN'S SONS. By Aldis Dunbar. Illustrated by Ferdinand Huszti-Horvath. Cloth. New York: E. P. Dutton and Company, Inc.

Nothing has the same fascination as Irish stories that do not offend the Irish, and Aldis Dunbar has the perfection of this art as is demonstrated in the story of Cormac without a Kingdom, and his three stalwart sons, Dermond o' the Bow, Eiveen the Swift, and Conan o' the Long Arms. The Little People play large parts in the lives of these four, and through the entire fifteen stories their influence for good and evil is felt.

THE THINKING MACHINE. By C. Judson Herrick, the University of Chicago. Cloth. 374 pages. Chicago, Ill.: The University of Chicago Press.

This is one of the most refreshing professional books of recent days. The introductory paragraph of the author's Preface is the keynote to the style and spirit of the book.

"Books have been written about the natural history of bees and beavers and apes. This is a book about the natural history of human nature. It is not a book about philosophy for philosophers. It is a plain and straightforward statement for ordinary people of what another very ordinary sort of man who has considerable experience with the mechanisms of human life and how they work thinks about it all."

Here are samples of thousands of captivating sentences in this really remarkable book: "Natural things do not behave capriciously, and we have learned some of the laws of their action. . . . You can change your mind, but you can do it better if you know the rules. . . . We have faith in the seen and the unseen, but both of these faiths need continually to be checked up by all the other kinds of experience that we can get. . . . No spiritual capacity is debased by a knowledge of how it works and how to develop and refine it. . . . At the birth of the human child he has a considerable repertoire of reflex behavior patterns, and his most important job for the next twenty years is to learn how to use this heritage to the best advantage."

THE FOUNDATIONS OF AMERICAN GOVERNMENT. A Treatise in Civics. By Herman A. Spindt and Frederick Lynne Ryan, both of Bakersfield, California. Cloth. 491 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This text for the two upper years of the high school has an exceptionally large amount of material much of which is not usually included in texts on civics, especially the inclusion of Canada and Latin America in their relation to the United States, and details for interesting students and aiding them in a clear understanding of the causes which resulted in making the Constitution and its early amendments as they are.

The book is a product of a California union high school and junior college, an institution peculiar to California in that it magnifies the personnel of the faculty relation to the personality of students and relation to the community. The text could hardly have been produced by any other high school principal and teacher. The source of the book accounts in no small degree for the enrichment of the material.

Books Received

"A Game Program in Physical Education." By Jessie Rand Tanner. Boston, Mass.: Ginn and Company.

"Gregg Shorthand Progressive Exercises." By John Robert Gregg. New York City: The Gregg Publishing Company.

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A minister was horrified to see a small boy pelting his audience with horse-chestnuts from his seat in the gallery. As the cleric called out to him, the boy cried:

"Keep on with your preaching, mister; I'll keep 'em awake."

Can't Guarantee It

Visitor—"And do your shorthand pupils do well?"

Principal—"Wonderfully. Just think, thirty-five of the fifty I sent out last year have already married their employers."

Too Much Girth

Portly Knight of the Road—"I'm reduced to this, madam, because I had to give up my job with the circus as a contortionist."

Housewife—"Why did you have to give it up?"

"Well, I couldn't make both ends meet, madam."

Not So Dumb

"Well," said Farmer Wilkins as he met one of his city boarders out for an early morning walk. "Been out to hear the haycock crow?" And the farmer winked at his hired man.

"No," said the city chap who had been bidded before. "I've been burying the frogs that croaked last night."

How It Started

When first the horse had been tamed enough
To be safely ridden by man,
Then the rider's wife climbed up behind
And the back-seat drive began.

Disparity

Mistress—"So your matrimonial life was very unhappy. What was the trouble? December wedded May?"

Chloe Johnson—"Lan' sake, no, Mam! It was Labor Day wedded to de Day of Rest."

True, But Badly Expressed

"Urmson called me narrow-minded but I wouldn't care so much if it wasn't for the way he put it."

"How did he put it?"

"He said my brain wasn't big enough to keep my ears apart."

The Explanation

"Jimmy, I wish you'd learn better table manners; you're a regular little pig at the table."

Deep silence on Jimmy's part. So father, in order to impress him more, added: "I say, Jimmy, do you know what a pig is?"

"Yes, sir," replied Jimmy meekly. "It's a hog's little boy."

Will's Fight With Will

Slim—"When do you do your hardest work?"

Will—"Before breakfast."

Slim—"What do you do?"

Will—"Try to get out of bed."

Pray It's Not a Talkie

"My uncle gave me Einstein's 'Relativity' for a birthday present."

"Have you read it yet?"

"No, I am waiting for the film to be released."

Sad State

"I can't tell whether girls are wearing stockings or not."

"Look for seams."

"Some of them are seamless."

"Look for mosquito bites."

He Must Be Rich

She came into the police station with a picture in her hand.

"My husband has disappeared," she sobbed. "Here is his picture. I want you to find him."

The inspector looked up from the photograph. "Why?" he asked.

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Beautiful Tribute to a Teacher

By Morrison Sharp, Hingham, Mass.

[Boston Herald, September 16, 1929.]

During the last presidential campaign I made my first political speech, and there on the front row was sitting Miss "Peggy" O'Brien, our arithmetic teacher in the Lincoln school a dozen years ago. Perhaps that was because on a gray winter afternoon, when the rest had gone home, she stayed after school to correct "Tariff History of the United States," my first original attempt at writing at the age of thirteen. That was a milestone in a life now directed toward a Ph. D. in American history.

But Miss O'Brien gave us more. If Professor Rogers could see the reverent manner in which she opens her own Bible and hear her read: "Lay not up for yourselves treasures upon earth . . . ," he would know that she is living those principles he talks about.

And Mrs. Norris had a way all her own. She would read us a story and then ask for criticisms. On one occasion when I criticised more freely than well, she let us know that my own father was the author. On another occasion it was Kipling. Her way was to draw us out.

Miss Simpson gave us respect for facts, hard boiled facts! Before we can know the principles of the Gulf Stream, she made us children learn its whence and whither. But our education with Miss Simpson never stopped there. Her very character was expressed in her sensible shoes.

To Helen Dorrity we abandoned our souls in the joy of memorizing, "Wer reitet so spat durch Nacht und Wind?" and "Die Lorelei." Her inspiration was the joy of study.

A deep interest in friends, critical ability, mastery of facts, and the joy of study, such are the gifts of only four of the women teachers who have enriched the lives of the children of Hingham.

Mapping Our Speech

[Boston Herald Editorial, September 1, 1929.]

That movement whose promoters seek to standardize the spoken language in order to adapt it better for radio has many adverse influences to reckon with, and one of them is the persistence of conflicting methods of pronunciation all over the country. But a committee at Yale University, headed by Professor E. H. Sturtevant, and given to the "mapping of English speech," with Columbia co-operating, has already disclosed facts that there are fifteen or twenty possible ways of pronouncing an r, and a score or more ways of saying such words as "bird" and "father." Southerners are said to talk of "ion" when they mean iron, and often get in "hahd" when "hard" is the correct thing. It is claimed that a Bostonian may speak of "fathah" as broadly as a Southerner, and that "as if to make up his dropped 'r's' he often inserts one where none is written, as in 'idear' or 'I saw-r it.'"

According to Professor H. Kurat of Ohio State University, the South has a tendency, all its own, to throw the final consonants overboard, turning words like "old" into "ol" and "last" into "lass." On the other hand "the cities of New York and Boston possess the somewhat doubtful distinction of having dialects of their own that differ more or less plainly from the speech of the surrounding country"; especially, it is claimed, has New York won notoriety by its turning "ir" into "oi" and its assertion of "foist rights" to that innovation. Now and then a physiological factor is brought in by way of explanation, for while Middle West people usually pronounce the "ir" sound in "bird" with the tips of their tongues tilted upward and backward to give a strong flavor of "r" to the vowel, people on the Atlantic seaboard pronounce it with the tongue held flat and straight. Again, the "oi" pronouncers lower the tip of the tongue, but let the bulk of the tongue slide gradually forward.

Time

The supply of time is truly a daily miracle, an affair genuinely astonishing when it is examined.

You wake up in the morning, and lo! your purse is magically filled with twenty-four hours of the unmanufactured tissue of the universe of your life. It is yours. It is the most precious of possessions. No one can take it from you. It is unstealable, and no one receives either more or less than you receive.

Talk about ideal democracy. In the realm of time there is no aristocracy of wealth and no aristocracy of intellect. Genius is not rewarded by even an extra hour a day.—Exchange.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for October 1, 1929.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Albert E. Winship, who, having been duly sworn according to law, deposes and says that he is Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and business manager are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Managing Editor—Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Mass.

ALBERT E. WINSHIP,
Editor.

Sworn to and subscribed before me this 10th day of September, 1929.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

Meetings To Be Held

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-18: Northeastern Indiana Teachers Association, Fort Wayne.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-8: Joint meeting, Massachusetts Superintendents and New England Superintendents, Gardner Hall, State House, Boston.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

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